

# Course Outline (Higher Education)

<b>Institute / School:</b>	Institute of Education, Arts & Community
<b>Course Title:</b>	SOCIAL WORK PRACTICE WITH GROUPS AND COMMUNITIES
<b>Course ID:</b>	MSWPG7108
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	090501

## Description of the Course:

Students of this course will be introduced to the place of community work in social work practice. Students will gain an awareness of theories and frameworks for practice at the community-level, such as community development, community capacity building, co-design and collective impact, and begin to acquire the knowledge and skills required to integrate these with practice. Students will be introduced to social work ethics and values inherent in community work and reflect on their application to practice. Using case-studies, students will formulate and critically analyse different methods and processes of engaging and working with communities in disaster contexts. Students will be introduced to common problems and tensions and ethical dilemmas that arise in community work and strategies for addressing these. Students will be introduced to eco-social work and begin to acquire the skills to integrate environmental justice and decolonising approaches to community work.

**Grade Scheme:** Graded (HD, D, C, P, MF, F, XF)

## Work Experience:

No work experience: Student is not undertaking work experience in industry.

**Does Recognition of Prior Learning apply to this course?** No

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

**Program Level:**

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Learning Outcomes:**
**Knowledge:**

- K1.** Identify the place of community work in social work practice and examine social work ethics and values in the context of community work;
- K2.** Demonstrate knowledge of theories and frameworks utilised in community work;
- K3.** Examine processes and methods of engaging and working with communities in disaster contexts;
- K4.** Demonstrate an awareness of principles of mutual aid and group work and their application to community work processes;
- K5.** Develop knowledge of eco-social work, environmental justice and decolonising approaches to community practice
- K6.** Identify potential role conflicts, tensions and ethical dilemmas when working with communities and strategies for addressing these and
- K7.** Explore community organising, social action and activism as dimensions of community practice.

**Skills:**

- S1.** Identify and apply social work ethics and values to community work practice;
- S2.** Develop knowledge of theoretical models and frameworks that inform community-level practice;
- S3.** Apply appropriate processes and methodologies for engaging and working with communities in disaster contexts;
- S4.** Use appropriate communication, interpersonal and group work skills;
- S5.** Recognise complexity and uncertainty in community work and develop appropriate strategies to address common problems and ethical issues within the community development context;
- S6.** Integrate eco-social work, environmental justice, social action and activist approaches into community practice and;
- S7.** Reflect on and review practice as part of the process of developing a personal and professional practice framework with communities.

**Application of knowledge and skills:**

- A1.** Explain appropriate theoretical models/frameworks of social work community practice and apply them to simulated settings;
- A2.** Engage and work with communities in a collaborative manner which reflects social work ethics and values and;
- A3.** Demonstrate an ability recognise complexity and uncertainty in community work and develop appropriate strategies to address common problems and ethical issues within the community development context.

**Course Content:**

Topics may include:

### **Introducing Community Work in Social Practice**

- The place of community work in social work practice.
- Values and ethics in community work: Critical reflection re: social work identity and community work
- Community work approaches in contemporary social work ie. co-design, community development, collective impact
- Principles of group work and mutual aid in community work
- Community development collaborative processes and methodologies

### **Disaster Social Work and Eco-Social Work**

- The role of social work in disasters
- The place of eco-social work in social work practice
- Environmental justice and decolonising approaches

### **Community Work: Values and ethics**

- Conflicts and ethical dilemmas when working with communities
- Strategies to address problems and ethical issues in community work
- Advocacy and social action, including closet activism

### **FEDTASKS**

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni course, and all must be directly assessed in each program.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students at this level will demonstrate an advanced ability in a range of contexts to effectively communicate, interact and work with others both individually and in groups. Students will be required to display high level skills in-person and/or online in: <ul style="list-style-type: none"> <li>• Using and demonstrating a high level of verbal and non-verbal communication</li> <li>• Demonstrating a mastery of listening for meaning and influencing via active listening</li> <li>• Demonstrating and showing empathy for others</li> <li>• High order skills in negotiating and conflict resolution skills</li> <li>• Demonstrating mastery of working respectfully in cross-cultural and diverse teams.</li> </ul>	K1, K2, K3, K4, K6, S3, S4, S5, A2	AT2, AT3
FEDTASK 2 Leadership	Students at this level will demonstrate a mastery in professional skills and behaviours in leading others. <ul style="list-style-type: none"> <li>• Creating and sustaining a collegial environment</li> <li>• Demonstrating a high level of self-awareness and the ability to self-reflect and justify decisions</li> <li>• Inspiring and initiating opportunities to lead others</li> <li>• Making informed professional decisions</li> <li>• Demonstrating initiative in new professional situations</li> </ul>	K4, K6, S3, S4, A2, A3	AT3
FEDTASK 3 Critical Thinking and Creativity	Students at this level will demonstrate high level skills in working in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Reflecting critically to generate and consider complex ideas and concepts at an abstract level</li> <li>• Analysing complex and abstract ideas, concepts and information</li> <li>• Communicate alternative perspectives to justify complex ideas</li> <li>• Demonstrate a mastery of challenging conventional thinking to clarify complex concepts</li> <li>• Forming creative solutions in problem solving to new situations for further learning</li> </ul>	K2, K3, K4, K5, K6, K7, S2, S3, S5, S6, S7, A1, A3	AT1, AT2, AT3
FEDTASK 4 Digital Literacy	Students at this level will demonstrate the ability to work competently across a wide range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Mastering, exploring, evaluating, managing, curating, organising and sharing digital information professionally</li> <li>• Collating, managing complex data, accessing and using digital data securely</li> <li>• Receiving and responding professionally to messages in a range of professional digital media</li> <li>• Contributing competently and professionally to digital teams and working groups</li> <li>• Participating at a high level in digital learning opportunities</li> </ul>	K3, S4	AT3

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 5 sustainable and Ethical Mindset	Students at this level will demonstrate a mastery of considering and assessing the consequences and impact of ideas and actions in enacting professional ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Demonstrate informed judgment making that considers the impact of devising complex solutions in ambiguous global economic environmental and societal contexts</li> <li>• Professionally committing to the promulgation of social responsibility</li> <li>• Demonstrate the ability to evaluate ethical, socially responsible and/or sustainable challenges and generating and articulating responses</li> <li>• Communicating lifelong, life-wide and life-deep learning to be open to the diverse professional others</li> <li>• Generating, leading and implementing required actions to foster sustainability in their professional and personal life.</li> </ul>	K1,K3, K5, K6, K7, S1, S3, S5, S6, A2, A3	AT1, AT2, AT3

### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K4, S1, S2, , S7	Critical learning exercises that cover key concepts and prepare students for community-level social work	Learning Portfolio	15% - 30%
K1, K2, K3, K4, K6, S1, S2, S3, S5, S7, A1, A2, A3	Using a case study, analyse community practice approaches and explore the potential dilemmas and challenges arising from their application.	Case-study analysis	25% - 40 %
K1, K2, K3, K4, K5, K6, K7, S1, S2, S3, S4, S5, S6, S7, A1,	Examine eco-social work theories and community work approaches to develop a group response to a disaster.	Group project to be developed in consultation with staff	35%-45%

### Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a program level. Although courses must undertake MiCS mapping, there is NO expectation that courses will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS program level reporting highlights how each program embraces the principals and practices associated with the Co-Operative Model. Evidence of program alignment with the MiCS, can be captured in the Program Modification Form.

**MICS Mapping has been undertaken for this course** No

Date:

**Adopted Reference Style:**

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)